

public address

INFORMATION BULLETIN OF THE STUDENTS' SOCIETY

McGill Conference on World Affairs turns to China

This year the McGill Conference on World Affairs is celebrating its tenth anniversary. From its inception in 1957, the Conference has on many occasions brought distinguished statesmen and scholars to the McGill campus. Among others, there were The Honourable Lester B. Pearson, The Rt. Hon. Viscount Amory and Professor Quincy Wright, Max Lerner and Frederick Watkins.

About 150 delegates of graduate student calibre are expected to participate in this year's MCWA. The Conference which has as its theme "The New China and the international Community" will be held from November 9-12, 1966.

Among other eminent speakers will be Ambassador Chester A. Ronning, special Canadian envoy to North and South Vietnam, Mr. Felix Greene who acquired an international reputation as one of China's most astute scholar, Professor Derk Bodde of the University of Pennsylvania, Professor Richard Solomon of the University of Michigan, Professor Robert Garry of the Université de Montréal and Professor Paul Lin of McGill.

For study purposes the topic is divided as such :

- A) Internal aspect,
 - The Communist Movement in the Perspective of Chinese History.
 - Freedom and Discipline in China.
 - The New Society as the Chinese Leaders conceive it.
 - The Achievements of the New China.
 - B) External aspect,
 - China's Role and Status in the World as envisaged by the Chinese Leadership.
 - China and Asia.
 - The New China : Implications for the West.
- Each delegate to the Conference is assigned to

a particular discussion group. To provide the necessary stimulus for discussions and to enable all to benefit from the Conference, each of the delegates is designated to prepare a 1500 word essay to be delivered during the discussion sessions.

It must be remembered that the purpose of

the Conference is not to articulate policies or to recommend actions to any particular political entity. It is rather an attempt as scrutinizing a current international problem with a maximum of depth and objectivity. The Conference is primarily

continued on page 6

In this issue

Social Development- plan for the future

see page 4

Role of the student- UGEQ & CUS

see page 5

GINKO — the future, the present, the past

see page 7

From the beside:

The Pre-Medical Society

The education of a doctor cannot start when he enters the Faculty of Medicine; nor, for that matter, can it end there. To say that the McGill Pre-Medical Society has become a vital organ of McGill University and its "distinguished faculty" is by no means an understatement. For many years the society's programming has been both educational and enjoyable and this year is not the exception.

The society is unique because it is designed to serve:

- (1) the pre-medical student, and
- (2) any other student interested in the field of medicine.

A wide and varied programme is planned to meet the needs of its large membership.

Once or twice a week, a McGill student may enter a Stewart auditorium, relax and enjoy a Pre-Medical Society movie or partake in a medical demonstration. In reality, there is much more involved. This student, in essence, is learning about medicine; he is being helped to evaluate his choice of career.

The undergraduate at McGill, who happens to be interested in medicine, is lost—he has no faculty of his own, no mode of expression. It is through the Pre-Medical Society that he can gain identity and voice.

OUTLOOK - PAST, PRESENT AND FUTURE

Past programming supplemented by a celebrated Medical School has largely been responsible for the present reputation of the McGill Pre-Medical Society. In previous years, the society has distinguished itself by having a high quality type of programme which invariably has managed to neglect the individual member. The present outlook, although still in natal form, represents the pre-medical student.

The programme is of specific as well as general interest. Dr. Wilder Penfield spoke about his recent visit to Red China, St. John's Ambulance presented a first aid demonstration and Dr. Carlton Pierce provided an account of the medical and biological pavilions at Expo '67. Projects more along the lines of the "present outlook" include the formation of a medical information library for pre-medical students and a placement service for society members.

As well, a report calling for the establishment of a Pre-Medical Advisory Committee at McGill is in the process of being published.

These projects require time and patience to unfold. It is only future editions of the Pre Medical Society that will determine their worth.

VOLUNTEER PROGRAM

To provide an external stimulus for patients confined to the Douglas Hospital, the Pre-Med Society conducts a volunteer program at that institution. The novelty about the program is that the society invicts various campus groups to entertain the patients on its behalf.

The McGill Symphony Orchestra as well as national folk dance groups have fulfilled this function in the past. A greater student participation in this year's volunteer hospital program is anticipated.

PLACEMENT SERVICE FOR MEMBERS

It is a well known fact that student summer employment is becoming an increasingly greater problem. The pre-medical student must also overcome the difficulty of finding employment in the field that interests him.

Consequently, a placement service has been planned for Pre-Med Society members to act in conjunction with the McGill Placement Service and the various local hospitals and pharmaceutical firms. This project was originated this year and will definitely warrant expansion in the future.

PRE-MED ADVISOR AT MCGILL ?

Every American as well as some Canadian Universities with established medical schools have Pre-Medical Advisory Committees. Their purpose is to provide counselling and information to the pre-med student. They provide letters of recommend-

The Conference on Teaching Affairs- A Sampling

"Action is the exponent of education-learning as related to action and not to books." These words of Dr. A. Harvey Block, brought a tremendous reaction from his fellow panelists and an audience of students in a panel discussion on Wednesday afternoon, October 20.

The subject of the talk was 'Teaching and Training Systems', one of the many themes under serious study in the McGill Conference on Teaching Affairs. The three panelists under Dr. Kingsbury as Chairman were Mr. Robert Nassau, Dr. D. B. Smith and Dr. A. Harvey Block, who is a professor at Morgan State University, a senior liberal arts Negro college.

Among the most important points brought out was the belief that the increasing interest in the North American educational system is a result of the scientific competition between the East and the West for it has become evident that the East is far ahead, the first Russian satellite being sighted as an example.

A second point discussed by Dr. Block was the Civil Rights question. The Negro minorities have wanted their educational rights and in order to have them graduate standards have been lowered. After long years of research it was discovered that the negro schools, a result of separation, were receiving a vastly lower type of education, and rather than facing an increasing number of drop-outs the school lowered their standards and actually pushed the students through.

Another alternative to the problem was a remedial programme which was initiated at Morgan State, where one of the classes experienced a 70% failure rate. After the programme the rate dropped to 25%. However, the conservative faculty was appalled at the idea of experimenting on people and many members, rather than accepting this method used their own, that of 'selective perception'.

The seminar was informed that the attitude towards the new programmed institutions was that of a child's to a magician; knowledge will appear from nowhere with the aid of new instruments. To avoid such a misconception, the university must define its goals and evaluate its progress.

A personal relation between students and professors was emphasized. The fact that students learn but are not taught was apparent, for students are lectured, at rather than to, and simply learn from books in order to pass. The use of audio visual aids is inconvenient in McGill because of the design of the classrooms and lecture

halls. Secondly, the use of these aids adds to the impersonality of teaching and increases the all ready present feeling of alienation. Thirdly, there have been no advances of any tangible sort through these new devices.

It was suggested that a Research Unit on Education be initiated at McGill to eliminate the production line of graduates. Thinking and learning must extend beyond, but begin in, the lecture halls. Courses may be designed for this improvement but without the right faculty, could never be carried

One panelist expressed optimistic delight at the fact that the McGill students actually generated a conference on teaching affairs. On the other hand another member expressed unabashed concern at the small number of students who turned out at the meetings, expressing what he termed the general apathy of the students. The members said that neither the system of lecturing nor that of audio-visual aids was satisfactory and only after more years of research will a solution be found.

A task for the student

Social Development

The Social Development Committee was formed last year as a committee of External Affairs in accordance with the new constitution of the Student's Society. When it was formed it had no definite purpose, but it has come to be the liaison between the students on campus and various organisations which use or employ students in social action programmes.

It publicises various social action programs and distributes information to students desiring it. This year the Social Development Committee is concerned with five projects. These are: the Mental Hospital Visiting Programme, the Mexico Project, Travailleurs Etudiants de Québec (TEQ), Frontier College and Project Volunteer. The latter is described elsewhere in this issue of public address.

The Mexico Project and the Mental Hospitals Visiting Programme are already underway. The Mexico Project consists of almost a year of activities. The Project is organised by the Conference of Inter-American Student Projects, which is entirely student run. Thus students who participate must raise funds for transportation to Mexico and for the food which the volunteers are to have while working there. This is done by holding several money raising events during the winter.

The work and conditions in Mexico are extremely demanding, so that it is most important that students be properly motivated and oriented before arriving at the project site. Accordingly, meetings are held at least weekly at which lectures in Spanish conversation groups and lectures in Mexican culture and history are held.

Screening of participants is done by the leaders of the Montreal colleges participating, and the CIASP coordinator for Montreal. Needless to say, the group becomes very coherent before leaving for Mexico and the leaders know each person well. Thus screening is a relatively easy task.

The students work for a period of from six weeks to three months in a depressed rural area about three hundred kilometres northeast of Mexico City, in the state of Hidalgo. The work consists mainly of teaching classes in school, simple hygiene and agriculture, and helping to organise village councils and farmers unions on a firmer basis. The students work in villages surrounding a market town, in groups of two or three.

A group in the town insures that the students in the villages are in good health and are receiving food regularly. A large part of the project is

trying to get the people to use the Mexican Hospital and agricultural services. One of the biggest problems which the government is having in this area is to get the people to come to the hospital, and accept agricultural change. Because of the isolation of the villages, students can have much better personal contact than can the government agencies.

Travailleurs Etudiants de Québec is a social action program initiated two years ago by students of the University of Montreal. Participants must be studying in a Quebec University as all the work is done in the Province of Quebec. This organization has had a certain amount of difficulties because of the provincial government.

Originally the program was started to provide summer jobs for students in community development projects. The Provincial Government paid a large sum of money towards it. Last year the government decided that an organization such as this could politically influence the communities in which it was working and that it would therefore be advisable to have the power to accept or reject proposed projects.

Since the government gave most of the financial support, the students had no choice but to accept governmental control. The project was budgeted for sixty participants instead of the promise three hundred, however very successful projects were carried out, one of which was in the St. Henri district of Montreal. Here students persuaded residents to petition that an empty lot be turned into a playground. They were very successful. With the change of government TEQ officially does not exist. However projects again are being undertaken.

This year a University which has conceived a project may submit it for approval by TEQ. Students will work without remuneration for the summer. Thus TEQ is acting more as a coordinating agency than as an employing agency. The theory is that if TEQ can complete several good projects this summer, the government will give no choice but to give financial aid next year.

Frontier College is organized and financed by various service clubs. A committee selects students

(Continued on page 8)

CUS defines the role of the student

The following document, the "Declaration of the Canadian Student", was adopted at last year's Congress of the Canadian Union of Students and readopted at this year's Congress by an overwhelming majority of schools over a small number of conservative universities.

1. The Canadian student is a member of society who is intensively engaged in the pursuit of knowledge and truth and who has both the capability as a student and the responsibility as a citizen to contribute to his society's well-being.
2. The Canadian student has the right to establish a democratic representative student association governed by its student constituents.
3. The Canadian student has a vital interest in the administrative and academic affairs of the institution, and has the right to have his views represented.
4. The Canadian student has a vital interest in the future of his country, and has the right and responsibility to exert pressure in favour of his goals.
5. The Canadian student is a member of a global society, with the duty to be concerned about his fellow citizen, and the responsibility to promote human rights and mutual understanding.

UGEQ defines the role of the student

WHEREAS each person has the inalienable right to education without distinction as to race, sex, religion, culture, class or geographic location;

WHEREAS the prime goal of education is the formation of individuals who will take their place in society and contribute to its progress;

WHEREAS the intellectual and professional formation of citizens and workers constitutes one of the most constructive and profitable efforts of a nation;

WHEREAS education, by the very fact of its contribution to the development of leaders adequately qualified in ever increasing numbers, becomes an economic and social investment of prime importance in the stimulation and economic, social and cultural progress of

the entire nation as well as a lever to better the over-all welfare of all its citizens;

WHEREAS because of the professional training he follows and the research he does, the student provides the nation with the service of an intellectual investment and thus participates in the labour force;

WHEREAS

1. the student is an intellectual worker and, as such is a self-contained, active and responsible unit;
2. intellectual endeavour is the means by which man assimilates and broadens his scope of knowledge;
3. the institution of learning where this work is carried out is, in essence, a community of teachers and students.

CONFERENCE ON WORLD AFFAIRS

(Continued from page 1)

an academic manifestation destined to sensitize scholars to an actual situation in world affairs, and MCWA only attempts to provide them with the necessary background materials for intelligent and fruitful discussions.

It is obvious that by tackling such a controversial issue as Communist China we may lack sufficient information as paradoxically we may not enjoy the necessary remoteness which would provide a total grasp of the problem. On the other hand, it is the duty of scholars to inquire into current events and the search for comprehension is well worth the risks involved.

We have tried in the current MCWA to enhance the Canadian participation and it is thought

that a brief look at the list of speakers submitted above will convince the reader of the success of the tentative program. It is imperative that Canadians, even while they recognize the benefits and grandeur of the North American culture, try to formulate an independent and cohesive approach to the problems that affect them.

There is another aspect of MCWA's influence which is worth mentioning. This concerns the impact of the Conference outside the restricted group of delegates. The Conference, in inviting the public at large to attend the lectures given by the speakers, has a definite repercussion on the campus. This more conventional educational aspect is not to be overlooked. This alone would justify the existence of MCWA.

PRE-MEDICAL SOCIETY

(Continued from page 2)

ation for their registered members when they make application to medical school.

Through gathered records of Medical Institutions all over the world, they help the pre-med choose an appropriate University. They also provide information of approaching MCAT exams and application procedures. In effect, they guide the Pre-Medical student in his undergraduate years.

The pre-medical student at McGill University is without a faculty. The Faculty of Arts and Science, apparently, has been unwilling to establish such a committee thus neglecting the specific problems of the pre-med. The Faculty of Medicine, too, has been unable to provide proper correspondence to its future students.

The study which is currently being undertaken by the Pre-Med Society will ask for the establishment of such an advisory committee here at McGill. It is truly remarkable that McGill should have such a distinguished Medical School and not adequately prepare its pre-meds.

INFORMATION FACILITIES IN PRE-MED OFFICE

This year the society has attempted to become an information bureau for the pre-medical student. The information is based in the Pre-Med Society Office, room 409 of the University Centre. This

information service includes a library containing calendars of various medical schools across North America as well as other medical information booklets and publications.

Members of the Pre-Med Society Executive will also be present to answer any inquiries. Communication with the campus will be via a periodical newsletter conveying significant information to the pre-med student.

If the Faculty of Arts and Science won't, then the Pre Medical Society will.

UPCOMING EVENTS

On Friday, October 28th, the society will be honored to have as its guest speaker Dr. Arthur Vineberg of the Royal Victoria Hospital. Dr. Vineberg has developed a widely-used method of curing heart defects through a revascularization process. He will outline his technique through an illustrated lecture.

Future speakers include Dr. Jacob Rosensweig, the inventor of a modified heart pump, Dr. Harvey Caplan, a plastic surgeon and Dr. Victor Goldbloom MD and MPP to discuss Medicare from both the social and physicians viewpoint. A panel discussion on Birth Control is also being planned as well as a tour of the Royal Victoria Hospital.

The Society invites any suggestions for its winter schedule. Watch the Daily for upcoming events.

New opportunity for students

Project Volunteer

The Social Development Committee this Fall has decided to initiate a new program to be known as "Project Volunteer".

The aim of "Project Volunteer" is to attract interested McGill students into doing some type of volunteer work on a weekly basis in the Montreal area through the placement facilities of the Montreal Volunteer Bureau.

"Project Volunteer" will act as a liaison between the Students Society and the Montreal Volunteer Bureau, i.e., they will refer all students who have expressed a desire to take part in some form of community service to the Montreal Volunteer Bureau who will make the actual placement.

The Montreal Volunteer Bureau describes itself at the "Central Placement Bureau for Volunteer In Community Service". Mrs. A. K. Crowther, Executive Director of the Bureau, said she felt sure that they would be able to place all interested students who had the ability to give at least two hours per week for a definite period of time. She stated that there was a particular need for students who could: (1) tutor on either a one to one basis or take a small group; (2) play a musical instrument; (3) supervise arts and crafts; (4) conduct sports programmes; (5) be group leaders; (6) take part in visiting programmes; and (7) help in recreation work in the Community Centres.

She emphasised that those participating in volunteer work should not think of themselves so much as helping others but as sharing with them and gaining through mutual experiences.

There is a wide spectrum of opportunities open to anyone interested in doing social work in the Montreal area and a student could find himself anywhere from working in a hospital to leading a programme in an agency, to

working with the handicapped or the elderly, according to his own talents and interests.

Further information and application forms are now available at the Student Council Office.

The Tree Lives

1966-1967 marks the inauguration of a new publication at McGill. Its aim is to produce a work of satire on a level different from that of the "Plumbers' Pot".

At this point the question might be raised as to the alternatives to low grade humour at McGill. Can the University sponsor a magazine that will attract the campus intellect instead of solely other appeals? The editors of the forthcoming issue of "Ginkgo" (if you recall the now deceased tree in front of the Arts Building) feel that a collection of material can be put together in a way identifiable with McGill.

To achieve this end we are featuring, among other things, contributions from the Faculty. If the adage "Publish or Perish" holds true, then we consider it doing our part to foster the survival of our instructors. It is usually conceded that the population of a Professor's class is often determined by his wit. In collecting some of this material we hope to impart new life, although we cannot guarantee respectability, to the magazine.

Recently, much satirical work has centred around well known magazines. We are working on various articles from "Life" and "Time" and are considering others. Briefly, our campus department will include work on the Course Guide, Faculty Course, and other bones of contention.

An improved quality of production in the future will require a large number of staffers than we have at present. This means we are appealing to cartoonists, photographers, writers, and people in general to work on the magazine.

Remember the "Fig Leaf" of last year? Well, try to forget it by leaving your name and telephone number at the switchboard in the Union or by dropping in to Room 409.

A task for the student

Mental Health Volunteers

A programme involving 165 volunteers going to psychiatric wards and visiting the mentally ill is now underway. All the volunteers have had one or two orientation sessions by the psychiatric staff of their unit. They will begin working with their patients or group of patients, next week.

Students are divided up into units of not more than ten people. A group captain with past volunteer service is in charge of each unit and he will put in extra time to insure that it is fulfilling the ideals of the programme. Each unit is also under the direction of either a psychiatrist or a psychiatric social worker who is in charge of the patients helped by the volunteers. Each month meetings are held with the staff members and any problems that have arisen are discussed.

The psychiatric staff of the six hospitals with which the project is connected continually stress their great need of university students. Basically the students help by being a sympathetic friend from "the Outside." In almost all cases, patients benefit greatly from prolonged contact with someone they can regard as a friend, someone who treats them as people rather than objects.

Essentially volunteers try to reach the unwounded part of the patient's personality and provide him with group interaction needed to reinforce behaviour appropriate to activity in our society, while trying to leave the wounded part to the more qualified staff members.

There are many reasons given for the students' participation in this programme. Many volunteers join because of humanistic reasons. They have seen how cruel and widespread mental illness is and want to try to alleviate some of the suffering. Many wish to take advantage of the excellent opportunity offered in coming in contact with the mentally ill, for it gives an indication of what a career in a mental health profession will offer.

At least twenty-five more volunteers are needed in the following areas of work: with retarded children under the supervision of the Home Care Unit at the Montreal Children's Hospital; home care based from the Jewish General or Montreal General; and recreation involving a group of patients and volunteers at either the Queen Mary Veterans or the Douglas Hospital in Verdun. Anyone interested in these programmes should leave his name and phone number in room 411 of the University Centre.

Social Development

continued from page 4

from universities across Canada, gives them a short orientation and sends them to work in labour camps in Canadian frontier areas. Thus a student must work as a lumberjack, a miner, or on a railroad gang, with no special consideration from the foreman, and after hours must organize educational and recreational activities for the men. The idea is partly to make frontier life more interesting by showing films, having a library, and organizing sports activities, but mostly to try to reorient men working on the gangs.

In these activities the instructor acts as a liaison between organizations and the men. He may instruct immigrants in English so that they can practise the trade that they learned in their homeland. He may try to send intelligent men to trade schools, or to help alcoholics and ex-convicts start a new life. Obviously he must depend on the experience and maturity of people working in organizations which specialize in these problems.

This job is particularly difficult as the men are of character which does not easily accept rosy cheeked young boys. Thus an instructor must prove himself at his work before the men will cooperate with him at all.

All these projects are very demanding on the volunteer. A worker may have to put up with extreme physical and psychological difficulties, as any social worker must do. They do, however, have a maturing influence and can be very satisfying. The only paying project is Frontier College, but it must be said that the money is indeed well-earned.

Further information on any of these projects may be obtained from Jim Branton or Bert Kidd in Union Room No. 411 or by phoning 933-8952 after 10:00 P.M.